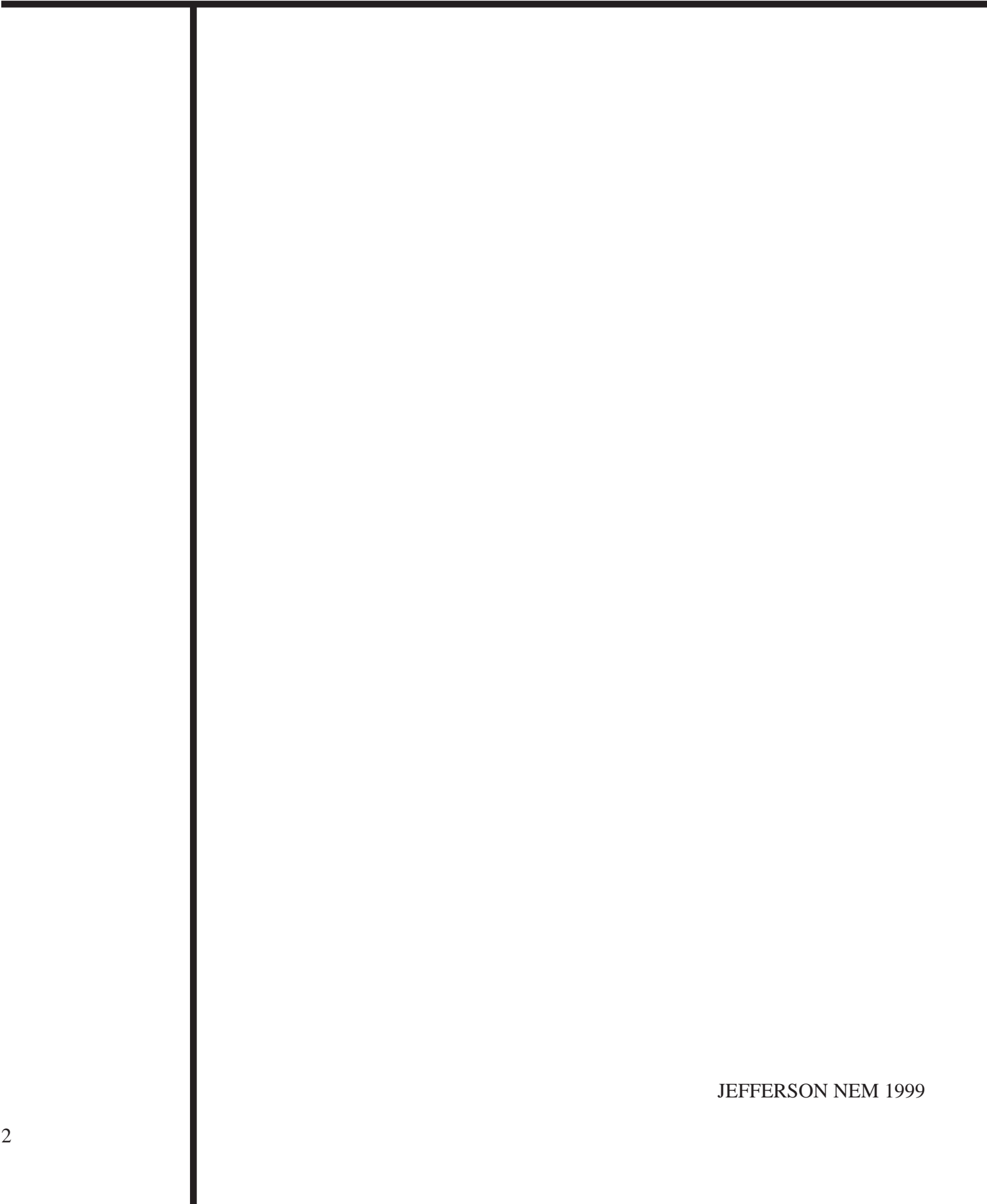

Pre-Trunk Activity

Traveling Trunks are mini-museums. They bring a little bit of history to your classroom. In each trunk, there are photographs, clothing, toys and many other items used in daily living on the western frontier in the 1800s. These artifacts help to tell the story of the past.

Have each of your students prepare a list of contents for their own “Traveling Trunk”. These should be objects or pictures that represent their lives. Have them share with the class why they chose these items.





THE JOURNAL OF JAMES NASH



The following is a fictionalized account of James Nash, an African American who lived in the St. Louis area in the nineteenth century. While most of the characters are fictional, it is based on real events.

Divide your class into 11 small groups and give each group one of the bags from the trunk. Ask them to work together to analyze what is in their bag and what was its use. Then have your students take turns reading the following journal to the class. When he/she gets to an item (the underlined part in the journal, i.e., Beads and Ribbon), have a representative from that group stand up and show their item(s) and pass it around. Items should be returned to you after everyone has a chance to touch and look at them closely.

July 12, 1896

I have kept this journal now for more than 80 years. Faithfully, I have recorded the experiences of my life. Fortunately I was able to write down what has happened to me throughout the years. Many African Americans did not have the chance to learn to read and write. I am indebted to many people for helping me break the chains of bondage and allowing me to learn and educate myself.

I was born into bondage. My mother told me that she and my father were brought to this territory by the French. After a while my father was sold down the river. I barely remember the sale but I do remember my mother's tears; we never laid eyes on Papa again. My mother and I were sold to the Lebec family, who moved to "Vide Poche." Vide Poche means empty pockets in French, and is now the community of Carondelet. The Lebecs had a small dry goods business and Master Lebec would leave in the fall to trap beaver. Young Pierre Lebec and myself were close to the same age. We enjoyed each others company. He was always studying. He loved school and to tell me what he had learned. He made me hungry to learn more. With his help and guidance he put me on the path to reading and writing. The progress was slow, but I would not give up my efforts. For practice I would write my thoughts and experiences down in a journal. I am glad that I did.

My eyes are failing me now and this will probably be the last entry I make in my journal. I will pass it on to my grandchildren so they will know what came before them. Along with the journal, you will find in the trunk some items that I have saved over the years. As you read my journal you will discover why these things were important enough for me to keep. I have marked the entries which correspond to the items in the numbered bags. I hope whoever reads this will enjoy learning about the past and will appreciate the value of the written word.



JEFFERSON NEM 1999

October 1, 1809

Today Master Lebec was visited by Mr. William Clark of the Lewis and Clark Expedition. Accompanying Mr. Clark was his black servant, a man by the name of York. While Clark carried out some business in town, he allowed York to visit with us. York talked about his travels west with his master and with Mr. Lewis.

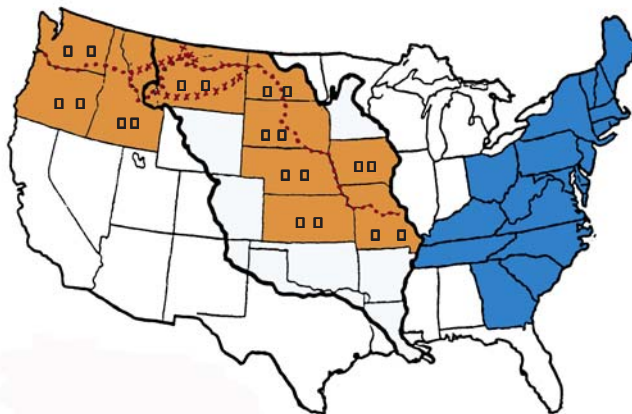


Beads and Ribbon: This necklace of brightly colored beads was given to me by York that day. He said they carried many beads with them as they traveled west to give to the American Indians. He also said they were extremely fond of beads and ribbons. York carried these ribbons all the way to the Pacific Ocean and back. He gave them to my mother as a gift that day.

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CLASSROOM ACTIVITY #1

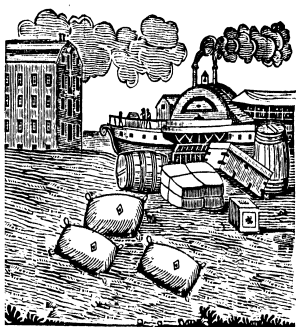
This map shows the Louisiana Territory and the Lewis and Clark Trail. Using the worksheet in the Appendix, have students color and label the states that York traveled through to get to the Pacific Ocean from St. Louis. Then use a different color to indicate the states already established at the time of the Louisiana Purchase.

(Worksheet in Appendix, page 26.)



Did You Know ?

York was a major asset to the Lewis and Clark Expedition in winning the friendship of the American Indian people. He displayed remarkable skills in hunting, fishing and swimming.



June 14, 1812

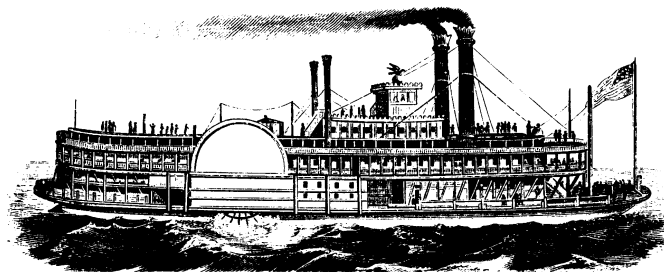
Master Lebec has been sending me down to the levee to pick up the supplies that have been arriving for him by boat. I appreciate the opportunity to go down to the river and meet other people and see how fast this town of ours is growing. However mamma constantly worries about me. The boats don't always arrive on time. She's afraid that someday when I'm coming home late some unkind person will stop me and I will end up like Old Ned with a couple of stripes across my back. It is against the law for slaves to be out after dark without their master's permission. Even though I carry the papers with my master's signature, some of the white folks do not wait to see the papers, but just assume that every black person is breaking the law.



Vest and Shirt: Mamma worries but I know it is only because she loves me. She made these articles of clothing for me, because she felt that I should have decent clothes to attend Sunday services. Try them on. They feel very nice.

August 2, 1817

I had the chance to see what they call a steam powered boat on the riverfront today. It caused quite a stir in town. Even a group of Indians came to watch it. It is the first steamboat to pass the mouth of the Ohio River and travel to St. Louis. It was called the *Pike* and it docked right at Market Street. The boat was not much over 100 feet long. Some of the keelboats are bigger than that, but it was amazing to see what this boat could do. A big paddle wheel turned on either side and the wood-burning boiler poured thick black smoke through the smoke stack. I expect we will see more of these in the future. It could go as fast upriver as it could downriver.



JEFFERSON NEM 1999

August 10, 1821

There was much celebrating going on throughout the city. Today in Washington, Congress declared Missouri a state in the Union, a slave-holding state. Therefore for those of us in bondage, it is not a day to celebrate. It only serves to remind us of our situation.

April 23, 1825

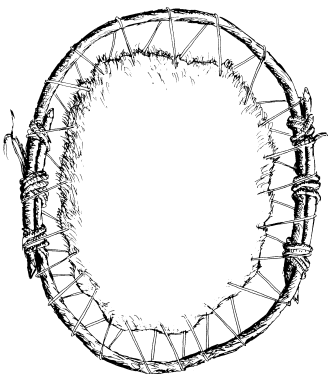
Master Lebec had a great trapping season and brought back many pelts. While he was gone, Madame Lebec and her sons kept me busy around the shop. Often I would go to the riverfront to bring back supplies.



Beaver Pelt and Bait Bottle: This beaver pelt is one that Master Lebec brought back with him. He told me to hold on to the pelt because the beaver are getting harder to find. Most of the pelts are sent to manufacturers back East where they make fancy hats for men. The little container is called a bait bottle, which holds the trappers' bait or castoreum. It is one of the smells that I will never forget. Castoreum is used to lure the beaver to the trap. Smell it and tell me if it would draw you closer.

January 12, 1830

There is a great fever sweeping the city. Many are sick, many have already died. Mamma caught the fever and did not make it to see the New Year. It makes me sad to think my family is gone, but I know my mamma is truly free at last. Now, more than ever, I am thankful for the friends I have made in my life. Master Lebec is very sick and had to stay home from this year's trapping expedition. We do not expect him to be with us much longer.



CLASSROOM ACTIVITY #2:

If the average price of a beaver pelt is \$6.00, have students calculate the total amount of money earned for:

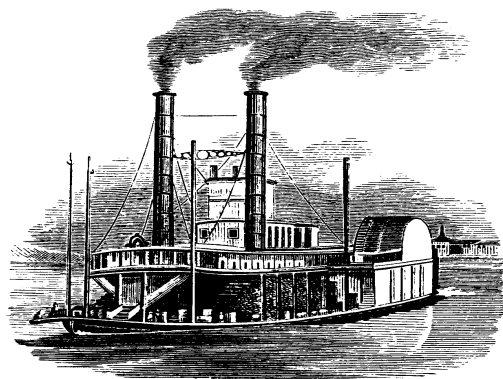
- 3 days at 10 pelts per day
- 7 days at 14 pelts per day
- 4 days at 5 pelts per day
- 4 days at 9 pelts per day
- 1 day at 0 pelts.

(Answers in the Appendix, page 27.)



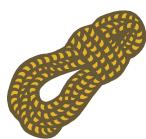
Did you know?

A mountain pass in the rugged Sierras was named after an African-American mountain man, Jim Beckwourth. He was one of the most memorable characters of his time.



March 16, 1833

With Master Lebec gone, his son Pierre took over the family business. It seems Pierre saw an advertisement in the paper run by Captain Willis of the steamboat *J. D. Perry*. Captain Willis was willing to pay good money to anyone interested in hiring out their slaves to work on the levee loading and unloading cargo from his boat. Master Pierre decided to give it a try. So for the next year, I will be working for Captain Willis.



Rope: This is an example of the kind of rope which was used to tie the steamboats to the levee. Each boat was tied in many places in order to secure it properly. These steamboats are sure a far cry from the first steamboat I saw more than fifteen years ago. They are bigger. This rope, made of hemp, is produced right here in our state of Missouri.

November 8, 1837

Word was that Mr. Lovejoy, who ran an abolitionist newspaper in Alton, Illinois was killed last night. An angry mob broke into his printing shop, busted up his press and tossed it into the river and destroyed it. Several times I was privileged to read Mr. Lovejoy's newspaper and I can tell you he felt very strongly that all men should be free.

May 1, 1841

The life of a slave is never his own, however I have been fortunate to be kept by good people. I know many who have not been that fortunate. Captain Willis has been needing extra help on the weekends, as his steamboat company is really growing. Master Pierre has been kind enough to let me work extra days for the Captain in order to earn some money of my own. As of today I have saved \$100.

May 2, 1841

Today after much thought, I asked Master Pierre at what price could I purchase my freedom. Master Pierre spoke honestly with me and said that his father had often talked about granting me my freedom, but fell sick and died before he was able. With his father's death, there was so much to be done, he could not afford to lose me. Now that things were better, he himself had considered offering me that opportunity. At that point he agreed that I could purchase my freedom for three hundred dollars. My heart sunk. To me, three hundred dollars might as well have been a thousand.

September 12, 1843

While working on the steamboat, I spied a lovely lady passenger. For two days, I thought about going up and talking to her. Finally I decided that tomorrow would be the day. However, to my surprise, she came up to me this evening and introduced herself. Her name is Sarah Williams and her voice is as pretty as her face. She works for a free black family named the Johnsons. Mr. Johnson owns a popular barber shop and taught Sarah's father the business. Sarah is a governess to the Johnson's girls and is traveling back to St. Louis after taking the girls back to school in Philadelphia. I cannot believe we got along so well.

February 14, 1847

Today is the greatest day of my life for two reasons. Today, I am FREE and my life can begin. The Lord shines his light down on me. Captain Willis lent me some of the money to pay Mr. Lebec. I vow I shall pay him all that I owe. As soon as I knew my life was mine to do with what I wanted, I asked Sarah to marry me and she said she would be proud.



(Use the above photos from the trunk.)

CLASSROOM ACTIVITY #3:

Have your students analyze these pictures. Do they have similar life experiences? How can you tell? What do you think "Colored Aristocracy" means?

(Answers are on the back of the mounted photos from the trunk.)



November 28, 1847

Sarah and I became husband and wife in a simple ceremony at the Johnson's home. Sarah was beautiful. The Reverend John Berry Meachum performed the ceremony. Sarah and I were pleased that he could share the day with us. Sarah, as well as myself, has a lot of respect for the Reverend Meachum. He is well known among all blacks and those who support our cause. Ever since the state passed that law earlier this year forbidding the education of blacks, Reverend Meachum has been secretly teaching free blacks in the basement of his church. If caught, the punishment could be severe. Other brave souls are opening secret schools or "freedom schools," as they have come to be known, throughout the city, risking their lives to help those who want to learn. My Sarah has been helping when she can. It scares me that she puts her freedom and life in jeopardy, but I know that it is important to her.

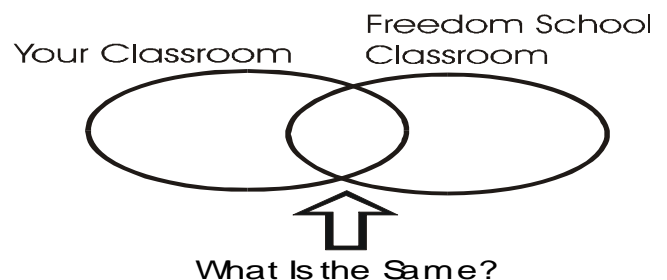


Shawl, School Books and Slate: These items belonged to my Sarah. I almost never saw her without her shawl. The basement where she conducted classes was very cold.

Candles or a lantern were the only light by which Sarah and the students could read. The McGuffey Readers and The Spencerian Penmanship Book were Sarah's, but since the children had no books of their own, she shared with them. Of course the children could never take the books home, because if a black child was seen carrying a school book, there could be trouble. The slate was also Sarah's, but she would let the children use it during the day.

CLASSROOM ACTIVITY #4

Using a Venn diagram, have students work together in groups to compare and contrast your classroom with the classroom on the left. Then have a representative from each group present their findings to the class.



(Use this photo from the trunk.)

JEFFERSON NEM 1999

December 31, 1849

I will be happy to see this year end. The fire earlier in the year left the levee area in ruins. Then on top of that, the cholera epidemic has taken its toll. Everyone has been affected in some way or another. Sarah and I are still grieving over our little Willy. Of course we are not the only ones to feel a loss. The cholera reached its peak in July, when 145 persons died in one day and 722 in one week. By July thirtieth, 4,547 cholera victims had been buried since the first of the year. It is believed that it was carried to the city by the recent wave of immigrants from Germany.

July 12, 1855

People who are against slavery have formed a political party called the Republican party. The issue of slavery is very strong. It is causing our country to divide itself. Some folks met secretly tonight to discuss ways that they could assist in the operation of the Underground Railroad. Sometimes I can't believe how many folks, black and white, are willing to risk their lives to help complete strangers escape by way of the Underground Railroad. This is one of the songs that we sang tonight.

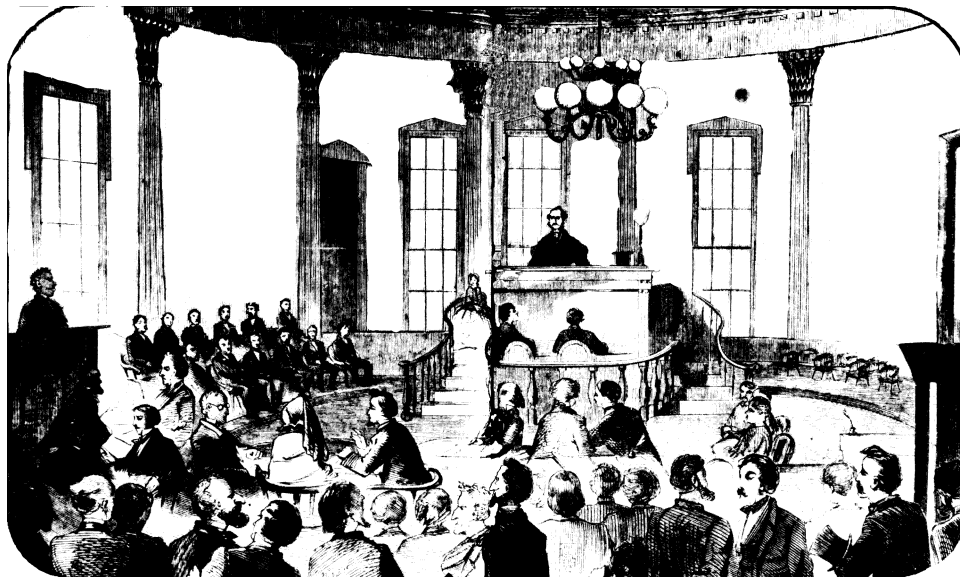
(Sung to the tune of "O Susanna")

I'm on my way to Canada
That cold and dreary land;
The dire effects of slavery,
I can no longer stand.

My soul is vexed within me so,
To think that I'm a slave;
I've now resolved to strike a blow,
For freedom or the grave.

O'righteous Father
Wilt thou not pity me?
And aid me on to Canada
Where colored men are free.





March 7, 1857

Today in the paper we finally learned of the long awaited decision by the United States Supreme Court regarding the Dred and Harriet Scott case. The Scotts' case began eleven years ago right here in St. Louis when they sued their owner for their freedom. They based their suit on the fact that Dred accompanied his master, an army surgeon, while on a tour of duty in the free state of Illinois and at Fort Snelling in the free territory north of Illinois. Eleven years ago, it was not uncommon for a slave to sue on the grounds that they had been transported to a free state by their master. Those of us who had heard of the Scotts back then thought they would have a pretty good chance of being granted their freedom. They actually won their case at the courthouse in St. Louis. However, their owner appealed to a higher court, which in 1852 ruled against the Scotts. By this time the case was receiving quite a bit of attention and as tensions mounted between the north and the south, sides were chosen. For five more years the case was in the courts, until yesterday when the court made its decision. Basically the court ruled that no black person has the right to sue in court, because blacks are not recognized as citizens of the United States.



Robe and Gavel: The judge's gown and gavel belonged to Roswell Field, one of the Scotts' attorneys. I am very proud of it. He gave it to me as a gift for coming to his defense when attacked by some ruffians. As he gave me the articles he said, "take these as symbols of our justice system and pray that through justice, one day all people will be free." The newspaper, "Frank Leslie's Illustrated" tells Dred's story.

April 5, 1860

I visited with an old friend today, Albert White, one of the best chin scrapers (you would call him a barber), in the entire city of St. Louis. However, I must add that my father-in-law would scoff at that notion. When Albert and my father-in-law get together, you should hear them debate that very issue. Albert's place is over at the corner of Fourth and Pine Streets and if you give him the chance he will talk your ear off. In St. Louis, nothing happens without Albert knowing.



Shaving Brush: The shaving brush belonged to my father-in-law. He was very proud of the fact that he had become a successful businessman. He took his work very seriously. In those days, most clean shaven men were shaved each day by a barber.

July 4, 1862

This day of Independence was a particularly special one for our city, because today our courthouse was declared officially complete. The occasion was marked with the appropriate ceremonies. They have been working on that building for more than twenty years. There were those of us that thought we would never see the day it was finished.



Harriet



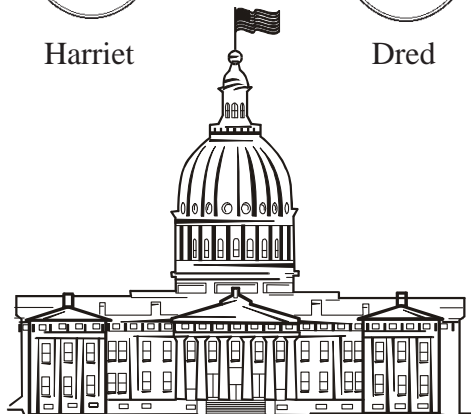
Dred



Lizzie



Eliza



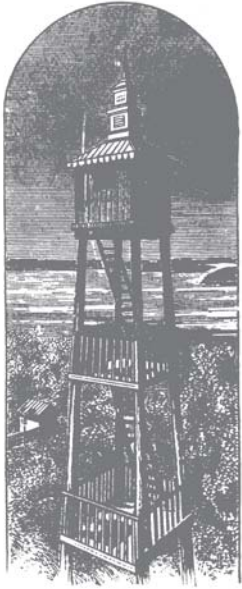
CLASSROOM ACTIVITY #5

Have your students write one or several imaginative journal entries pretending they are Lizzie and Eliza—daughters of Dred and Harriet Scott. Write about typical things that would be a part of their day.



Did You Know ?

The Old Courthouse in St. Louis is now part of a national park where your students can learn about the past. To learn more about the Old Courthouse and the trials that took place there, visit us on the internet at: www.nps.gov/jeff



October 5, 1863

My son Robert, being seventeen, came home with the news that he had taken up Mr. Lincoln's call to arms. Sarah and I of course hate to see our boy go off to war, but as he said, this struggle is too important not to get involved. I could not argue with the boy. Many regiments of black troops are being raised all over the country, not only to fight for the union, but also to fight for freedom!

April 15, 1865

We received word today that Mr. Lincoln had been assassinated and died. It is a very sad day for the country. The city was still celebrating over the end of the war, but now we can only mourn. We have lost a great man.

August 31, 1866

My son Robert felt army life was for him. So when Congress established a peacetime army, my Robert was first in line. We found out today he will be serving in the Tenth Cavalry and will be stationed at Camp Supply in Indian Territory. His mother and I are very proud of him.



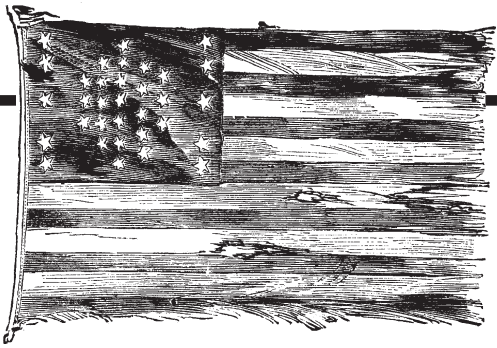
Button Board: Robert wrote home and told us that the American Indians refer to their cavalry unit as the "buffalo soldiers." The name was given to them because our black, coarse, curly hair reminded them of the buffalo. Robert said this could only be taken as a compliment considering the respect the American Indians had for the buffalo. He sent this unusual brass piece, called a button board. It is a tool that Robert used to polish his buttons without getting polish on his uniform. The odd shape allows this instrument to also be used to polish buckles.



CLASSROOM ACTIVITY #6

Read the Cobblestone Magazine "Buffalo Soldiers" from the trunk to your students. Have your students pretend they are Robert and had just arrived at Camp Supply. Have them write a letter to their parents explaining three problems typically faced by African-American soldiers.

JEFFERSON NEM 1999



The Emancipation Proclamation



"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three [1863], all persons held as slaves within any state or designated part of a state, the people whereof shall be in rebellion against the United States, shall be then and thenceforward, and forever, free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, or of any of them, in any efforts they may make for their actual freedom."

Abraham Lincoln

CLASSROOM ACTIVITY #7

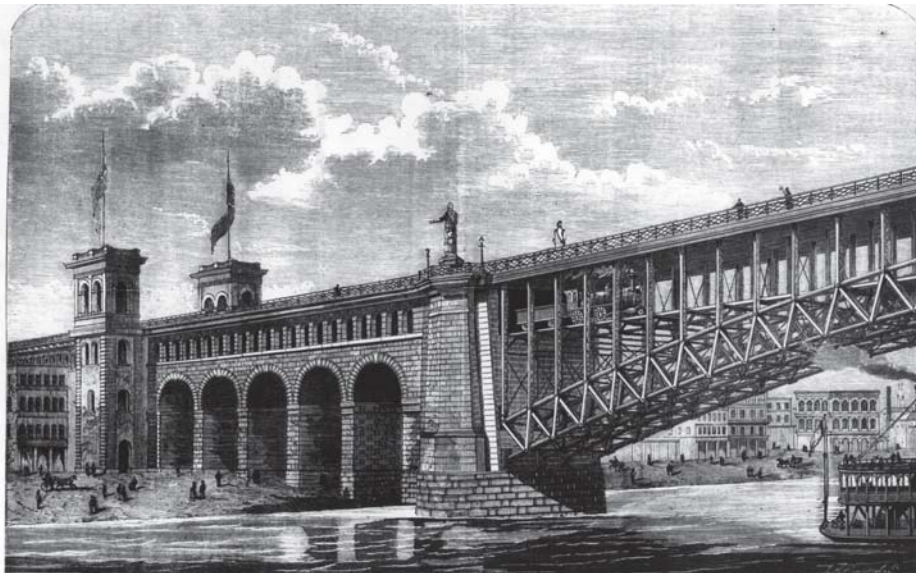
Read the above quotation from the Emancipation Proclamation to your students. Have them discuss two of the reasons Abraham Lincoln issued the Emancipation Proclamation. Ask your students:

How would our lives be different if the Emancipation Proclamation had not been signed? How does it affect your life today?



Did You Know?
President Lincoln lived in Springfield, Illinois for many years. His home is now a national historic site. Visit it on the Internet at: www.nps.gov



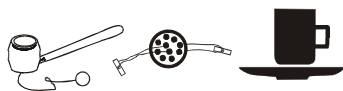


July 4, 1874

The great span between Illinois and Missouri was opened with great fanfare today. Mr. Ead's bridge is truly a wonder unequalled anywhere in the world.

March 1, 1878

Many African-American people are moving to Kansas—they call themselves "Exodusters," because they feel their journey is like the Biblical Exodus. Today I received the first letter from my daughter Opel since she moved to Kansas with her husband, Tom and son, Samuel. When Tom announced that he and Opel were moving to Kansas, I was upset. However, I gradually got used to the idea. I respect Tom and know that he will be a good husband to my daughter.



Tin Dishes and Wooden Toys: These are some of the things that belonged to Opel. Tin cups were very practical for life out on the prairie. They were durable and they traveled well. The homemade wooden toys belonged to my grandson Samuel. Many things in Kansas were homemade.

CLASSROOM ACTIVITY #8

Provide your students with a current highway map. Have them decide:

- ◆ What direction would you be traveling if you traveled from St. Louis to Kansas?
- ◆ What obstacles would there have been in the 1800s that are not there now?
- ◆ How have the modes of transportation in St. Louis changed since the days of James Nash. Give three examples.

JEFFERSON NEM 1999



(Use the above photo from the trunk.)

	1870s Farm		Farm of Today
1		→	
2		→	
3		→	

CLASSROOM ACTIVITY #9

Ask your students if they have ever visited a farm and what they would grow if they were farmers. Then have your students look at the picture of these exodusters. Have them make a chart showing three ways farm life as shown in the picture is different from farm life today.

Which item in the picture is a natural resource?

- a. Sod
- b. Dog and Horses
- c. Chairs and Barrels
- d. Farmers

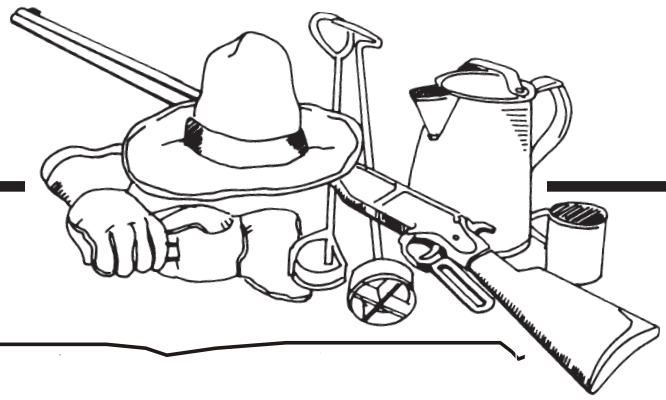
(Answer in the Appendix, page 27.)



Did You Know?

Nicodemus National Historic Site in Larned, Kansas is one of many western towns established by African Americans.

George Washington Carver National Monument in Diamond, MO is the home of an African-American farmer, teacher, and scientist. Visit these sites on the Internet at www.nps.gov



June 7, 1884

James Milton Turner, a black St. Louisan, received his education at the freedom schools here in St. Louis. He is very vocal about his beliefs. A few years back he even sought a Republican nomination for Congress. After that attempt failed he put all of his energy towards the formation of the Freeman's Oklahoma Association. The idea was to settle blacks on lands in the Indian territory. It did not appeal to me. I've lived here all my life and the city has become a part of me. However, the idea did appeal to my middle child James. Junior, as I call him, has knocked about town working at several different jobs, but nothing suited him. Today he told us that he was planning to move to Oklahoma and try to find some work there. He thought ranching might be worth a try. We will miss him, but it is obvious that he does not like city living. He is drawn to the outdoors.

May 8, 1885

Junior has been working at the 101 Ranch in Oklahoma for six months now. His letters are filled with the exploits of the cowboys that he's met. In his last letter, Junior wrote me about a cowboy named Bill Pickett. Junior wrote, "Bill Pickett is the greatest sweat and dirt cowhand I ever laid eyes on. You will no doubt hear more about him."

November 12, 1893

Except for Opel, who has moved back here with me, my children are out West carving new lives for themselves. My wife is gone now and I've outlived most of my friends. The only thing I have left are the memories in my old trunk. But I manage to write in my journal and I love to read. There is a part of me that wishes I was young now, able to move about like my children and venture out west. However, I know I have had a good life.



Did You Know?

The famous African-American cowboy Bill Pickett was the originator of the art of bulldogging or steer wrestling. He was also the first African American voted into Oklahoma's Cowboy Hall of Fame.

JEFFERSON NEM 1999



September 22, 1895

While out walking tonight, I veered close to Chestnut Valley. This area is bordered on one side by Chestnut Street and includes saloons and boarding houses. "Respectable" people do not frequent the area. However, the saloons and cafes attract the best ragtime musicians. Tonight I stood on the outskirts of the district and listened to the music. From the Silver Dollar Saloon, I heard the music of Scott Joplin. He hasn't been in St. Louis long, but his name is widely known. His piano playing is musical and lyrical. I enjoy listening to ragtime. I think one day it will be appreciated by everyone.



Sheet Music: The copies of sheet music are examples of some of my favorite ragtime songs.



CLASSROOM ACTIVITY #10

What is a "Cakewalk"? Have students read the description on the back of this photo from the trunk. Choose a song from the tape entitled "Ragtime" from the trunk and sponsor your own dance contest. Because there is no set routine, students can easily perform their own cakewalk, as they dance to the beat of the music.

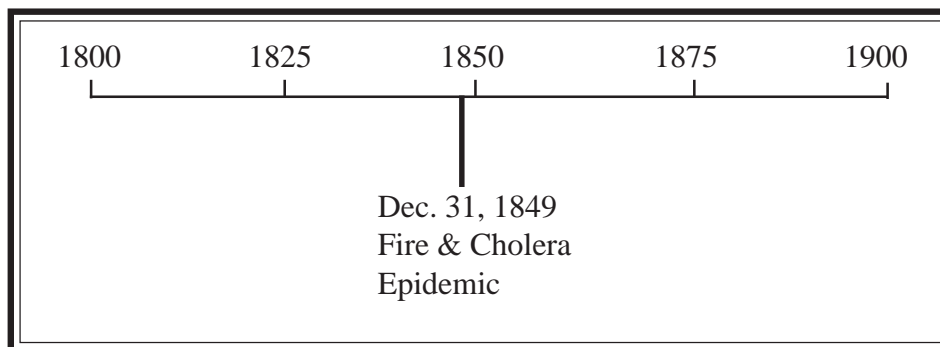


Did You Know ?

Despite segregated facilities, many African Americans took part in the 1904 World's Fair. Scott Joplin, known as the "King of Ragtime", composed the "Cascade Rag" in honor of the fair.

CLASSROOM ACTIVITY #11

Have your students make a timeline using the information in Nash's letter. Be sure to include dates and events.





PARKS AND THE PAST



Did You Know?

National parks preserve and protect nature and the environment. When your students are older, they can volunteer in national parks to help take care of these special places.

CLASSROOM ACTIVITY #12

Service learning provides experiential context for social studies. It also helps prepare students to become active, responsible citizens. Have your students contact a national park nearby or find one on the Internet at www.nps.gov to explore ways your students can help park rangers make a difference in their community. Also, copy the Careers in National Parks and the Careers Search on page 21. In groups or individually, have your students complete the Careers Search looking for the job titles.

(Answers in Appendix, page 27.)

Mary McLeod Bethune Council House National Historic Site tells the story of Bethune's leadership in the Black women's rights movement. Check out their online Kid's Corner. Document Packets and Poster Sets are available at www.nps.gov/mabe.

Booker T. Washington National Monument is the birthplace and early childhood home of the famous Black leader and educator. Check out their online lesson plans at www.nps.gov/bowa.

Martin Luther King, Jr. National Historic Site commemorates the famous civil rights leader. Check out their Traveling Trunk, Teachers Handbook, and online Activity Sheets at www.nps.gov/malu.

To learn more about the importance of national parks, view "Conviction of the Heart" and "The Challenge of Yellowstone" video found in the trunk.



Decision

Making:

What is the one job that you would enjoy doing the most? How does what you are learning in school help prepare you for this job? What character traits would help you in these jobs?

Careers Search



JEFFERSON NEM 1999

S	D	Y	M	O	D	C	J	A	R	T	I	S	T	P	O	K	A
F	G	N	A	I	L	D	E	M	Y	L	K	T	E	Y	J	N	S
A	I	W	T	S	I	G	O	L	O	P	O	R	H	T	N	A	C
G	D	R	W	C	O	K	Q	D	D	V	R	E	O	W	K	C	U
H	M	R	E	H	P	A	R	G	O	E	G	S	A	T	A	H	B
Z	E	C	X	F	B	U	W	L	U	T	Y	N	F	R	T	Y	A
R	F	N	M	L	I	B	R	A	R	I	A	N	P	T	R	R	D
P	O	M	U	W	K	G	M	V	Z	A	L	E	I	H	A	A	I
Q	N	E	A	R	C	O	H	P	A	A	N	W	L	I	T	T	V
I	O	C	G	K	I	N	B	T	W	T	A	F	O	P	G	E	E
S	X	H	M	W	D	G	J	S	E	S	S	A	T	C	R	R	R
E	U	A	H	A	E	F	X	R	Y	R	A	D	H	P	O	C	J
O	C	N	L	G	M	O	C	M	T	P	M	S	Y	L	E	E	A
W	I	I	S	J	A	R	C	H	A	E	O	L	O	G	I	S	T
Q	G	C	L	L	R	H	P	M	H	E	C	G	F	P	O	Q	X
A	X	N	T	O	A	N	M	O	D	C	V	E	W	M	T	Z	O
L	O	R	T	A	P	E	L	C	Y	C	I	B	H	M	O	W	G



CHARACTER COUNTS

You have learned how journals and diaries tell us about the life stories of African Americans of the West. You've also learned about some special men and women who were very important in the history of our country. These individuals can serve as our role models. We can learn many things from them. Have students use the chart below to analyze their positive character traits.

Role Models	Positive Traits	Cooperative	Honest	Respectful	Self Control	Hardworking	Service to Others
Booker T. Washington							
Mary Bethune							
George Washington Carver							
Maggie L. Walker							
Abraham Lincoln							
Martin Luther King, Jr.							
Your Teacher							
You							

(Copy)

Post-Trunk Activities

1. You have used this Traveling Trunk. Now it is time for your students to revise their original contents list. Are there any other items they wish to include? Why? Have them create their own Traveling Trunk and put on a display in your classroom or your school library.
2. As a class, research your community and then choose objects that represent the lifestyles in your community at the present time. Create a Traveling Trunk on your community. Have students contact other students in a foreign city. Send them your trunk and if possible e-mail them to answer their questions on your community. In addition, you could ask them to create a traveling trunk on their local community and send it to you. You could then use it for display at your school for events like Cultural Days or display it at your local library.

Enjoy Creating Your Own Traveling Trunks!



ADDITIONAL RESOURCES

Now that your students have experienced life as an African American in St. Louis and the West, use the following resources to learn more about St. Louis history, Westward Expansion, and National Parks.

INTERNET

Jefferson National Expansion Memorial

<http://www.nps.gov/jeff>

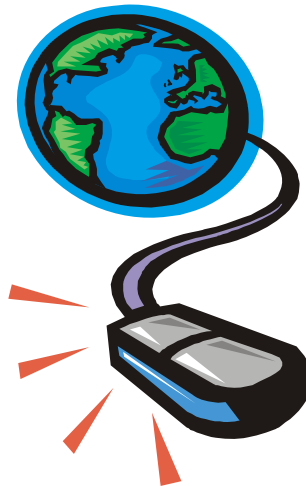
National Park Service

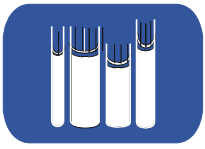
<http://www.nps.gov>

VIDEOTAPES

These films are loaned at no charge by calling our reservationist at (314) 655-1700.

- ◆ Charles Russell – An American Artist (grades 4-12)
- ◆ Conviction of the Heart/The Challenge of Yellowstone (grades K-12)
- ◆ Gateway to the West (grades 4-12)
- ◆ Monument to the Dream (grades 3-12)
- ◆ A Monumental Story: The Gateway Arch & The Old Courthouse (grades K-4)
- ◆ Touring the Gateway Arch (grades 5-12)





READING LIST



Grades K-3

- Brenner, Barbara. Wagon Wheels. HarperCollins Publisher Inc., 1993.
- Hamilton, Virginia. The People Could Fly: American Black Folktales. New York: Alfred A. Knopf, 1985.
- Hopkinson, Deborah. Sweet Clara and the Freedom Quilt. New York: Alfred A. Knopf Inc., 1993.
- Kantor, Susan. One Hundred and One African-American Read-Aloud Stories. New York, NY: Black Dog & Leventhal Publishers, Inc., 1998.
- Little, J. Lessie. Children of Long Ago. New York: Philomel Books, 1988.
- Medearis S. Angela. Dancing with the Indians. New York: Holiday House, 1991.

Grades 4-6

- Cobblestone Magazine. "Exodusters and Other Black Pioneers." Peterborough, New Hampshire: Cobblestone Publishing, February 1999.
- Cobblestone Magazine. "Buffalo Soldiers." Peterborough, New Hampshire: Cobblestone Publishing, January 1995.
- Cobblestone Magazine. "Black History Month: The Struggle for Rights." Peterborough, New Hampshire: Cobblestone Publishing, February 1983.
- McGowen, Tom. African-Americans in the Old West. New York: Children's Press, 1998.
- Myers D. Walter. One More River to Cross: An African American Photograph Album. New York: Harcourt Brace & Company, 1995.
- Schlissel, Lillian. Black Frontiers: A History of African American Heroes in the Old West. New York, NY: Simon & Schuster Books for Young Readers, 1995.



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Grades 7-12

Cobblestone Magazine. "Exodusters and Other Black Pioneers."

Peterborough, New Hampshire: Cobblestone Publishing, February 1999.

Cobblestone Magazine. "Buffalo Soldiers."

Peterborough, New Hampshire: Cobblestone Publishing, January 1995.

Cobblestone Magazine. "Black History Month: The Struggle for Rights."

Peterborough, New Hampshire: Cobblestone Publishing, February 1983.

Hurmence Belinda. We Lived in a Little Cabin in the Yard. Winston-Salem, NC:

John F. Blair, Publisher, 1998.

Katz, L. William. Black Indians-A Hidden Heritage. New York, NY:

Atheneum Books for Young Readers, 1986.

Katz, L. William. Black Women of the Old West. New York, NY:

Atheneum Books for Young Readers, 1995.

Lester Julius. To be a Slave. New York: Scholastic Inc., 1968.

McKissack, Patricia & Fredrick. A Long Hard Journey: The Story of the Pullman Porter.

New York: Walker & Company, 1989.

Preston, Katherine. Scott Joplin. Chelsea House Publishers, 1988.

Schlissel, Lillian. Black Frontiers: A History of African American Heroes in the Old

West. New York, NY: Simon & Schuster Books for Young Readers, 1995.

Note: Many of these books are available through Jefferson National Parks Association. Call (314) 231-5474 or (800) 537-7962.

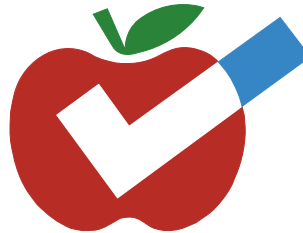




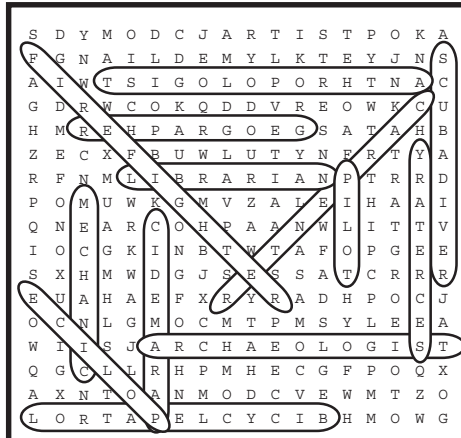
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Answers for Classroom Activity #2 on page 7.

\$180
\$588
\$120
\$216
\$0



Career Search Answer Key



Answer Key for Classroom
Activity #9 on page 17: a

